

The background of the entire page is a faded image of a man in a blue polo shirt pointing at a computer monitor. In the foreground, there is a large circular inset on the right side containing a photo of a man and a woman working together on a small robot. The design is accented with large, sweeping green and blue curved shapes.

TEACHING to LEAD

*Master Your Craft.
Lead Your Classroom.*

SREB

Southern Regional
Education Board

From Careers to Classrooms: Building Leaders Who Teach

Developed by the Southern Regional Education Board and the National Research Center for Career and Technical Education, Teaching to Lead offers intensive, research-based professional development and instructional coaching that transforms new and early-career individuals into confident, competent classroom leaders.

The core of T2L is a research-based curriculum that supports the craft of teaching rooted in solid pedagogical practice.

Proven Retention Results

Sumner County Schools,
Tennessee

94%

retention over 3 years

State of Kentucky

92%

retention over 2 years
Up from 68%

Syracuse City Schools,
New York

87%

retention over 2 years
Up from 50%

Why T2L Works

Our proven induction model specifically supports professionals transitioning from industry careers into the classroom. A rigorous NRCCTE study confirms that T2L significantly improves teacher competence, self-efficacy and long-term retention.

- Intensive instruction during the summer prior to the first year of teaching
- Regular professional development sessions delivered through mini lectures, individual and team assignments, teach-backs, and facilitated discussions
- Opportunities to share problems and solutions within a community of peers
- On-site instructional coaching visits
- Training for mentors and school leaders
- Intensive reflection and instructional planning during the summer after the first year of teaching

What Teachers Learn

- What to do on the first day, in the first week and during the first quarter of school
- How to purposefully plan and map curriculum
- How to manage a classroom
- How to develop a positive classroom culture
- How to differentiate and personalize instruction
- How to plan authentic, real-world assignments
- How to engage, motivate and support students
- How to assess student learning
- Where to go for help
- What great teachers do and how they do it

Tailored for Every Classroom

T2L is rooted in the specific nuances of distinct content areas, ensuring teachers practice strategies using relevant, real-world examples. We offer several different support pathways.

CTE	ELA & Humanities
Elementary	Math & Science
Special Education	

All of the information that was presented during this intensive was tangible and useable. I do not feel that we were given anything we cannot or will not use.

— Teacher, Wilson County Schools, TN



Building Competent & Confident Classroom Leaders

T2L participants come away with tools and strategies they can put to work right away in their classrooms. T2L's customizable scope and sequence allows participants to receive as many as 200 hours of training before, during and after the first year of teaching.

The Four Core Pillars of Teaching Excellence

Instructional Planning

Teachers design and implement instructional plans that prepare students for further learning and the workplace.

Effective instructional plans require teachers to have a solid grasp of their subject matter and understand their students' talents, interests, aspirations and learning needs.

Teachers learn how to use unit plans, lesson plans, curriculum maps and course syllabi to create effective instructional plans.

Engagement Strategies

Teachers explore instructional strategies that help students develop problem-solving, critical thinking and teamwork skills through intellectually demanding, actively engaging instruction.

Teachers learn how to incorporate project- and problem-based learning, cooperative learning, literacy and technology to design real-world relevant assignments.

Assessment & Feedback

Effective teachers use assessments to provide ongoing feedback, report performance to students and parents, adapt their classroom practices and gauge students' readiness for their next steps.

In this module, teachers explore how to use summative and formative assessments to provide feedback, measure learning and increase students' motivation.

Teachers also learn how to record assessment data, determine course grades and use data to improve instruction.

Classroom Culture

Strong teacher-student relationships reduce discipline issues, increasing engagement and learning. Teachers learn to organize personalized environments that encourage motivation, positive behavior and collaboration.

They create a well-managed classroom by establishing rules and procedures that support engagement and achievement.

They also learn to communicate with parents, lead student organizations, mentor and work with advisory committees.



I'm thankful that this alternative path to certification exists, rather than needing to enroll in university classes for certification.

— Teacher, Alabama



Hear From Educators

Teacher Changes



T2L Recommendation



The Value of T2L



Bring T2L to Your District

Teaching to Lead can be implemented in a variety of methods to meet the goals of new-teacher support, from short intensives to support entry to full programs for teacher certification. For agencies that want to deliver their own program, our gradual release model allows a partner to build the capacity to administer and deliver their own new teacher support program within 3-4 years.

Teaching to Lead can be easily scalable for school, district, regional or state implementation, T2L aligns with InTASC Model Core Teaching Standards to support licensure requirements.

Contact Us

Talk to an SREB Representative



Chris Bailey

*Director of State and District Partnerships
Teaching To Lead*

chris.bailey@sreb.org

Visit Our Website



sreb.org/teaching-lead



There's so much I will take away from these past five days — but first and foremost, the excitement, rather than the dread I've felt in the past. I will certainly be using as many of the activities that we went over as possible. I actually can't wait to plan in a structured manner!

— Teacher, Wilson County Schools, TN